Southern Cross DHS
BEHAVIOUR MANAGEMENT POLICY
2018

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1. RATIONALE

The establishment of genuine and professional relationships between staff and students is of paramount importance in creating and maintaining a positive learning environment. Relationships based on mutual respect, being responsible and tolerant, with a demonstrated caring approach by school staff; does make a real difference to the attitudes and behaviours of our students.

Southern Cross DHS is a Positive Behaviour Support (PBS) school. PBS is a framework for enhancing, adopting and implementing a continuum of evidence based interventions to achieve academically and behaviourally important outcomes for all students.

The school is committed to creating an atmosphere where students are actively engaged in the curriculum, feel valued and have a sense of belonging. A further aim is for students to enjoy social interactions without disruption or fear of harm as well as being encouraged to take responsibility for their actions. The Behaviour Management Policy represents a whole school approach and is built on the school's five STARS behavioural expectations. These are:
- Safety
- Take Responsibility
- Achieve
- Respect
- Support

All types of student behaviour provide a teaching and learning opportunity. Successful behaviour management at Southern Cross DHS is focused on the promotion of positive behaviour. Southern Cross DHS has embraced a reward system to encourage and reinforce desirable behaviours.

The school has developed a school-wide *Behaviour Expectations Matrix* for teachers to use with their classes. This matrix explicitly identifies desirable behaviours in a range of contexts. It is to be reviewed each term in every class so that students are reminded of the agreed school-wide expectations.

The effective management of student behaviour is essential in maintaining order within the school and for the achievement of improved student outcomes. This is managed with respect, dignity, procedural fairness and consistency to enhance student's understanding of responsible social behaviour.

2. PRINCIPLES

The following principles are used to guide decisions and actions when implementing PBS:
- establish school-wide positive behaviour as an instrument for academic and behavioural success
- consider and implement school-wide practices and systems for all students, all staff, in all settings
- emphasise prevention
- emphasise an instructional approach to behaviour management, including restorative practices
- develop appropriate curriculum and learning strategies to encourage engagement by students
- utilise research-validated practices, interventions, and strategies
- integrate initiatives, programs, and interventions that have common outcomes
- build and sustain a continuum of behaviour support
- use data to guide decision making
- make decisions that are linked to important and measurable outcomes

- ensure management of student behaviour accords with the principles of procedural fairness
- ensure reasonable care for the safety of staff and students is considered in their behaviour management processes

3.   POSITIVE BEHAVIOUR SUPPORT

PBS applies evidence-based approaches, practices and strategies for all students to increase academic performance, improve safety, decrease problem behaviour, and establish a positive school culture. Schools implementing PBS build on existing strengths, complementing and organising current programmes and strategies.

PBS provides an organisational approach or framework for:
- improving the social behavioural climate of schools
- supporting or enhancing the impact of academic instruction on achievement
- increasing proactive/positive/preventive behavioural management while decreasing reactive management
- integrating academic and behaviour initiatives
- improving support for all students, including students at risk and students with emotional behavioural disabilities (EBD).
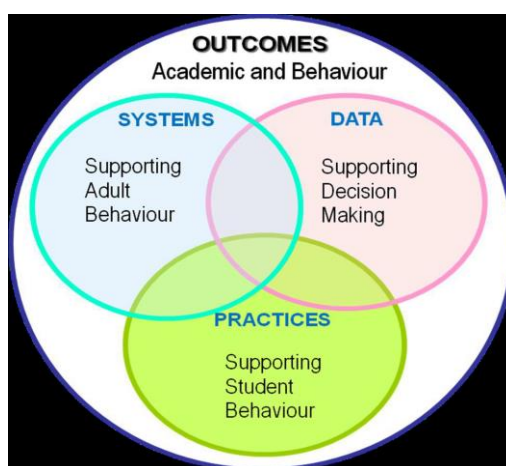
PBS places a major focus on prevention. The following key elements help to create a safe, positive and productive learning environment:
- clearly defined and taught behavioural expectations
- consistent and frequent acknowledgment of appropriate behaviour
- constructively and specifically addressing problem behaviour
- effective use of behaviour data to assess and inform decision making.

Recent research (Pipeline Report ECE & DoE 2009) in Western Australia has highlighted the link between student behaviour and academic achievement. Findings from this research have shown that, as a general rule, students who behaved unproductively were more likely to perform poorly in reading and numeracy, failing to meet proficiency standards. On average, they performed, in reading and numeracy, at a standard between one and two year levels below their counterparts, who behaved productively.

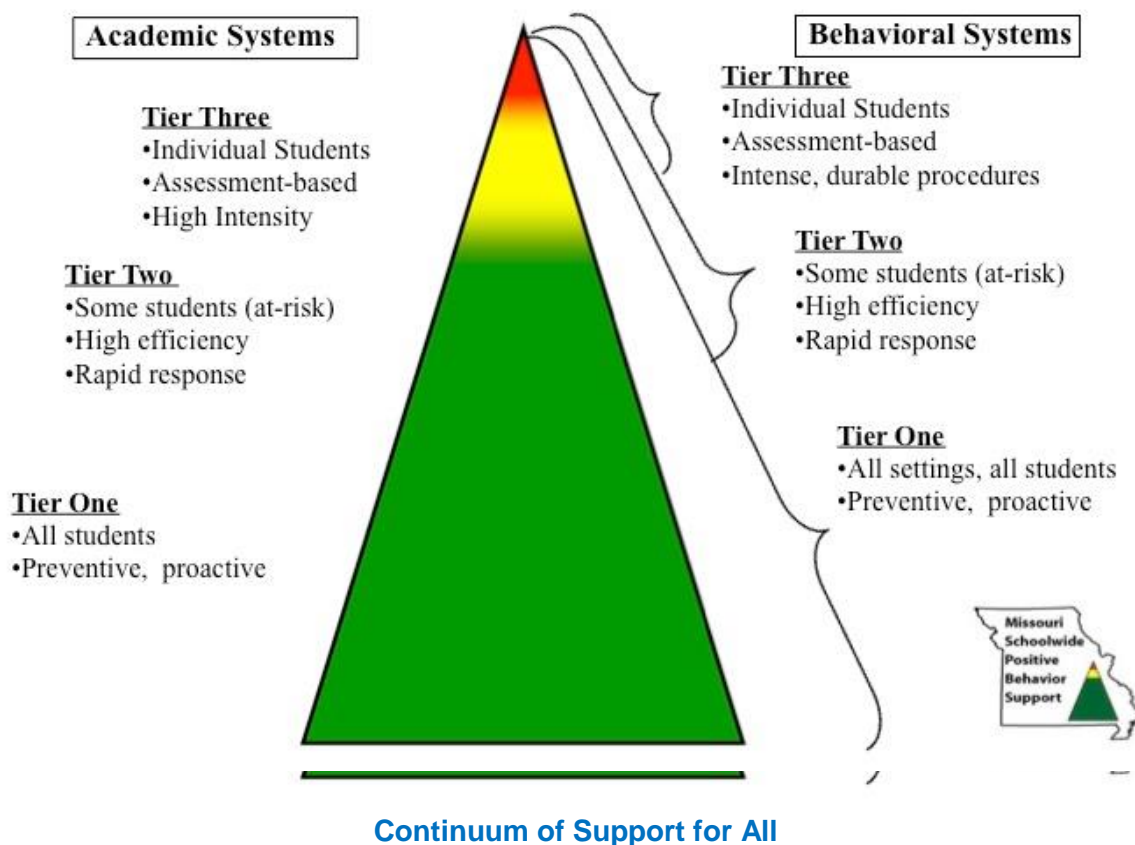The Pipeline Research showed that students who consistently behave in a productive manner performed on average at a significantly higher level in reading and numeracy. The students in the unproductive behaviour group usually did not catch up.

PBS is an evidence, research-based approach which has resulted in increased time for instruction, an increase in positive behaviours school wide and a decrease in disruptive behaviours.

PBS SUPPORT FOR STUDENTS

A major advance in school-wide discipline is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviours. A continuum of positive behaviour support for all students is implemented across the school. Systems of support are implemented by making problem behaviour less effective, efficient, and relevant, and making desired behaviour more functional.

Designing a School Wide System for Student Success

Academic Systems		Behavioral Systems

Tier Three
- Individual Students
- Assessment-based
- High Intensity

Tier Two
- Some students (at-risk)
- High efficiency
- Rapid response

Tier One
- All students
- Preventive, proactive

Tier Three
- Individual Students
- Assessment-based
- Intense, durable procedures

Tier Two
- Some students (at-risk)
- High efficiency
- Rapid response

Tier One
- All settings, all students
- Preventive, proactive

Missouri Schoolwide Positive Behavior Support

Continuum of Support for All

Tier 3:	Intensive practices and systems for students whose behaviours have been documented as not responsive at tiers 1 and 2. Individualised to the specific needs and strengths of the student
Tier 2:	Specialised practices and systems for students whose behaviours have been documented as not responsive at tier 1. Generally provided in a standardised manner in small student groupings.
Tier 1:	Practices and systems for all students and staff implemented across the school

4   THE BEHAVIOUR MATRIX

The role of the Behaviour Matrix is to transform school-wide expectations into specific, observable behaviours. It is a foundation document for the PBS approach at SCDHS and was developed collaboratively with staff and students. The Matrix:

- defines behavioural expectations, forms the basis for SCDHS's behaviour curriculum and guides the teaching of expected behaviour
- enhances communication and creates a common language among staff and between students and staff
- guides students to monitor their own behaviour
- reminds and motivates students to meet SCDHS Behavioural Expectations
- enables staff to consistently reward behaviour that reflects SCDHS Behavioural Expectations
- is prominently displayed in all settings.

4. SCHOOL WIDE EXPECTATIONS   (Code of Conduct)

SOUTHERN CROSS DISTRICT HIGH SCHOOL CODE OF CONDUCT, BEHAVIOUR AGREEMENTS AND EXPECTATIONS						
		BEHAVIOUR EXPECTATIONS				
		SAFETY	**TAKE RESPONSIBILITY**	**ACHIEVE**	**RESPECT**	**SUPPORT**
BEHAVIOUR AGREEMENTS	**WHOLE SCHOOL**	Keep hands, feet and objects to yourself Follow teachers' instructions promptly Use equipment appropriately	Be organised Be honest Use your initiative to behave appropriately	Attempt all tasks to the best of your ability Aim high	Show care and concern for self and others Show respect for property and school environment Treat others as you would like to be treated Allow others to learn and strive	Seek help when needed Be positive and encouraging of all people in their efforts
	CLASSROOM	Keep hands, feet and objects to yourself	Complete all tasks (including homework) within the expected timeframe Be prepared (with appropriate equipment) for all lessons Stay focused on set tasks	Celebrate success and review challenges Be the best you can be Stretch your thinking – be a problem solver	Show care and concern for others when speaking/listening Use appropriate language within the context, including manners and etiquette Respect for all	Include, involve and respond positively to others Look for opportunities to assist others
	CYBER	Access school-approved content only Keep login details private Be aware of the risks of social media during school time	Tell a teacher of inappropriate use Take care of your device Follow 4-step process if cyber-bullied	Utilise technology to enhance your performance Take positive risks, be creative Use technologies to acquire knowledge	Respond respectfully in online interactions Be aware of the effect of the internet	Share your discoveries or technical skills and knowledge Be approachable as a student or a teacher Be aware of how to access support in case of emergency or need
	PLAYGROUND	Use all equipment responsibly Listen to instructions from duty teacher Consider the impact of your game (and actions) upon others	Remind others of safety and playground protocols Peer mediate Inform an adult when inappropriate behaviours are being demonstrated Collect lunchbox/items	Challenge yourself within safe boundaries Practice and persist with new skills/learning Have a try at new activities	Respect our school and all equipment Be considerate of self and others Accept differences in everyone	Share equipment, Explain rules and demonstrate skills to others Be friendly and welcoming to newcomers and visitors Stand up for others so all feel safe and happy at school
	UNDERCOVER AREA	Play and use equipment safely Agree to game rules before starting	Tell duty teacher if there are any major concerns Listen and follow teachers' instructions	Practice and persist with positive behaviour Get along with each other	Put your hand up and use manners to ask to leave after eating Show care and concern for belongings	Be approachable as a student and a teacher Look out for each other Work as a team Be inclusive

5   POSITIVE ENVIRONMENT

Southern Cross DHS uses a wide range of strategies to develop a positive school environment. At SCDHS, we:

Foster Respectful Relationships
At our School, staff develop students' potential, acknowledge that students will make mistakes and are compassionate, respectful and understanding of students' individual circumstances.

Engage in Restorative Practice
When dealing with students in our care, staff adopt a restorative justice approach. This builds the capacity of our students to form quality social relationships. It fosters good decision-making and a greater sense of belonging to our School community.

Teach Behavioural Expectations
Staff regularly reinforce the school's three key behavioural expectations through learning opportunities and whole school acknowledgement of responsibility, respect and tolerance.

Promote Expected Behaviour
To learn, we all require regular and frequent feedback on our actions. We gain feedback from others, ourselves and our environment. Feedback may be: planned or unplanned; desirable or undesirable. Without formal feedback to encourage desired behaviour, other forms of feedback shape our behaviour.

Staff at SCDHS, promote expected behaviour through reinforcement, positive feedback, encouragement and acknowledgement. Feedback motivates students to continue to behave appropriately or to change their behaviour, and assists them and others to develop a sense of individual efficacy.

To promote expected behaviour, SCDHS implements the following procedures:

- **PBS STAR cards** - staff reward students who exhibit behaviour that reflects the school's behavioural expectations, both inside and outside the classroom, with blue cards which go in a draw each assembly. Three secondary students and four primary students are drawn out and win a $25 or $20 voucher of their choice from ITunes, book club, Coles/Myer or Big W.
- **Aussie of the Month-** Students, parents, community members and staff can all nominate a student to receive the "Aussie of the Month" award at assembly for exemplary behaviour in one of our 5 STARS behaviour expectations. The student receives a certificate, badge, pen set and gets their photo in the newsletter.
- **Awards** - Merit and Attendance Certificates are distributed at assemblies and recorded as a positive behaviour on Integris
- **YCDI-**
-
- **Letters of Commendation** - are sent home to notify parents of high academic and behaviour standards achieved by students
- **Reward Activities** – Admin team may organise extra-curricular rewards and excursions
- **Student Achievements** - achievements are highlighted in the School Newsletter, Crosswords and school website.

Develop Emotional Competence

SCDHS provides curricular and extracurricular activities in a wide range of contexts. Our goal is to develop students who display a high level of emotional competence.

You Can Do It is the selected program used at SCDHS, with a focus on the key skills of Persistence, Organisation, Confidence, Getting Along and Resilience. The whole school takes part in the program on a Tuesday afternoon.

You Are The Key To
Your Success
"YOU CAN DO IT!"

Persistence Getting Along Confidence Organisation Resilience

6   ROLES AND RESPONSIBILITIES

To maximise the effectiveness of SCDHS's approach to managing student behaviour, the following roles and responsibilities are accepted by staff.

All Staff
- set an example by modelling the STARS Behavioural Expectations; Safety, Responsibility, Achieve, Respect and Support
- support and promote the principles of SCDHS's Positive Behaviour Plan
- use the school rewards for students demonstrating expected behaviour
- promote a positive environment within the school and support the PBS approach to behaviour management
- use restorative justice practices to resolve conflict
- communicate with parents/guardians

Classroom Teachers
- create a positive classroom environment
- develop a learning environment that is interesting, inclusive and relevant
- explicitly teach expected behaviour as indicated in the matrix
- consistently approach and follow procedural fairness and classroom management strategies
- implement a wide range of CMS strategies to manage student behaviour
- focus on student's behaviour rather than the student
- allow students the opportunity to participate in the formation of expected classroom behaviour
- use restorative justice practices to resolve conflict
- document behaviour, both positive and negative on Integris (aim for 3 positives to each negative)
- inform parents/caregivers of student behaviour
- work with admin and external staff to develop BMPs for students who display persistent problem behaviours
- seek support from the admin team if students do not respond to behaviour modification strategies

Deputy Principals
- counsel and initiate strategies to support student's academic and emotional development
- provide information about SAER to classroom teachers
- monitor student attendance patterns and identify SAER
- counsel and work with students whose attendance rate places them at risk of not achieving learning outcomes.
- maintain case records of SAER
- work collaboratively with staff and parents on issues such as attendance, pastoral care and persistent minor or major behaviour referrals
- support staff in developing and implementing IEPs, IBMPs, De-escalation Profiles and RMPs
- be available for parent interviews and/or case conferences
- support students by mediating and resolving peer issues such as bullying
- support staff to use restorative justice practices to resolve conflict
- develop, maintain and implement SCDHS SAER Plan

Principal
- actively support SCDHS's implementation of PBS
- support Deputy Principal, teachers and staff with the management of major behavioural referrals
- communicate with parents/guardians, staff and students
- be available for parent interviews and/or case conferences
- actively support and facilitate professional development of staff
- develop, maintain and implement SCDHS Behaviour Management Plan
- consult with student, parents and relevant staff if a suspension is warranted
- make application for exclusion of a student from the school

7   BULLYING PREVENTION

Bullying is the wilful and conscious desire to hurt, embarrass, threaten or frighten, usually by a more powerful individual or group against a less powerful individual or group. Bullying is generally a repeated pattern of behaviour. It can be physical, verbal, relational and psychological in nature and can include racial and religious comments, sexual harassment, rude gestures, intimidation and extortion. Increasingly bullying is done online, especially through social media sites like Snapchat.

Southern Cross DHS, whilst recognising that bullying will always be an issue in schools, affirms in the strongest terms that it is unacceptable behaviour. This includes the actions of both bullies and bystanders. It is the responsibility of all members of the school community to prevent bullying from occurring. We will always endeavour to deal with bullying at the level at which it has occurred.

Staff
Teachers prevent and respond to bullying through the following:
• Model appropriate behaviours at all times.
• Establish positive relationships with all staff and students. Treat students and peers with respect.
• Deal with all reported and observed incidences of bullying using a no blame approach or restorative conversation.
• Implement strategies that build resilience, foster positive relationships and minimise bullying in the classroom as required.
• Undertake assigned yard duties and supervision arrangements as required.
• Report incidents of bullying as required.
• Provide relevant support to victims of bullying as required.

Students
Students are encouraged to prevent and respond to bullying through the following:
• Treat fellow students and staff with respect.
• Do not bully other students.
• Be assertive and speak firmly.
• Try to show that you are not upset or frightened.
• Ignore the bully.
• Stay in safe places within the school.
• Tell a responsible adult (teacher, parent, support staff) and/or make a written report if they are bullied or they see another student being bullied.
• Avoid supporting a bully by standing and watching. Act as a responsible bystander.
• Support a fellow student who is being bullied.

Parents
Parents are informed how to prevent and respond to bullying through the following:
• Reinforce the safe school message at home.
• Watch for the signs that their child is being bullied.
• Speak to a staff member if they suspect or know their child is being bullied.
• Reinforce to their child to tell a responsible adult if they are being bullied.
• Reinforce the message that watching bullying is not okay.
• Model and reinforce 'non-bullying' behaviour.

8   ELECTRONIC DEVICES

All students need to fill in electronic use agreements which are organised by the front office staff as part of the commencement of the school year parent pack.

Inappropriate Conduct
It is a criminal offence to use an Electronic Device to menace, harass or offend another person. Students who use Electronic Devices to engage in personal attacks, harass another person, or post private information about another person using text messages or social networks, or who take/send private photos or objectionable material may find the matter referred to the Police.

10   SERIOUS BREACHES OF DISCIPLINE

Physical assault or intimidation of students - this is the use of the body to threaten a student and make them fearful for their safety.

Verbal and cyber abuse or harassment of students - verbal and cyber abuse or harassment of students, including offences such as stalking, sexual harassment, sexual innuendo and manipulation.

Physical assault or intimidation of staff - this is the use of the body to threaten a staff member and make them fearful for their safety

Verbal or cyber abuse or harassment of staff - Verbal or cyber abuse or harassment of staff including offences such as stalking, sexual harassment, sexual innuendo and manipulation.

Wilful offence against property- A wilful offence occurs when there is intent to deface or cause damage to property. It also encompasses the act of theft.

Violation of school Code of Conduct, behaviour management plan, classroom or school rules.

Substance misuse - incidents involving substances that are not illegal, but threaten the good order and proper management of the school. Substances such as cigarettes, alcohol and misuse of prescribed medicines are covered by this category.

Illegal substance offences - the substances referred to in this category are those deemed illegal under the Criminal Code.

Other - this category is retained for other serious incidents that are not encompassed by those above, for example, possession of an item that may be used as a weapon.

11   CONFLICT RESOLUTION AND SANCTIONS

Conflict and tension between staff and students and amongst students is a feature of all schools. When dealing with serious breaches of discipline, staff always attempt to de-escalate and diffuse situations. Tensions that arise between teachers and students because of the inappropriate behaviour are managed initially though low key responses.

Two complementary approaches are used to respond to the behaviour of students from the mildly disruptive through to that which is extremely challenging. These are Classroom Management Strategies (CMS) and Restorative Practice, both of which can be used inside and outside the classroom.

Classroom Management Strategies include:
- Low key responses (for example: the look, proximity and hand gesture)
- Verbal warning
- Squaring off
- Informal contract
- Formal contract.

Restorative Practice involves managing a conflict by focussing on repairing harm and strengthening relationships. It endeavours to replace punitive disciplinary processes with those that support the student and restore relationships harmed by their behaviour. Restorative conversations can be anything from 30 seconds between a teacher and student to a two hour conference with three or four students, their parents, teachers, administrative staff and an independent facilitator.

Staff will use the following general format in a restorative conversation to ask students:
1. What happened?
2. What were they thinking at the time?
3. What do they think on reflection?
4. What harm has been done and who is affected?
5. What needs to happen to make things right?

The benefit of a restorative approach is that students gain a better understanding of the impact that their actions have had on others. It is a fairer process, although more confronting, as students are led through the questioning sequence to take responsibility for what they have done. Students are also likely to be more cooperative as they are included in deciding how to repair the harm.

Classroom Management Strategies and Restorative Practice do not preclude the use of sanctions. These are necessary and proper and will be imposed as required and sometimes will be used in conjunction with a restorative conversation.

The following sanctions can include:
- in-class isolation/ desk allocation
- yard duty
- phone call/ letter of concern to parent
- detention (recess, lunch or after school)
- withdrawal to a buddy class
- suspension.

12   INDIVIDUAL BEHAVIOUR AND RISK MANAGEMENT PLANS

Documented plans, Individual Behaviour Management Plans, De-escalation Plans will be developed when a student's behaviour is such that the school's current management strategies are in effective.

These plans must:

- be negotiated between school staff, the students and parents if possible
- describe the desired behaviours of the student
- outline positive and negative consequences required to shape the desired behaviour
- outline changes required to the learning environment (for example, Individual Education Plans) to support the student to modify their behaviour
- outline other support to the student
- contain a review date and process to assess and modify the plan as necessary.

Documented plans should be developed by classroom teachers. However, in some instances where a student's behaviour is challenging in most or all Learning areas, then a whole school Individual Behaviour Management Plan would be written by the case manager in collaboration with classroom teachers and HoLAs.

Where a student's behaviour is considered to present a physical risk to the safety of staff and students, this will be addressed in the student's documented plan.

The risk management plan must include:
- a summary of the student's behaviour and the risk it presents
- the known antecedents to the behaviour and strategies which de-escalate this   behaviour
- strategies in place to support staff and manage the risk
- an outline of other resources to manage the student's behaviour
- an outline of the method of communicating the plan to staff

13   PHYSICAL CONTACT AND RESTRAINT

The school encourages an ethos where physical restraint or contact with students is unnecessary. Staff will only consider the physical restraint of students when other less intrusive alternatives have failed or are deemed inappropriate. Physical restraint will only be used if a student is acting in a manner that places at risk the safety of any person or there is a risk of damage to property.

When restraint is used:
- it can only be used to prevent the student injuring themselves, others or damaging school property
- staff members will maintain communication with the student to de-escalate the situation
- it will stop as soon as staff determine that the student no longer presents a risk to safety
- the Principal will provide appropriate support to staff, students and parents as required.

Staff may usephysical contact to care for a student or to manage their behaviour. Contact may be used to prompt, give reassurance or offer support in a variety of situations. However, staff need to be aware that some students find the use of physical contact unwelcome or inappropriate.

Before any form of physical contact is used staff should consider the:
- age of the student
- situation in which contact is being used

- purpose of the physical contact
- likely response of the student.

14   SUSPENSION

A student can be suspended from school when the principal considers he or she has committed a breach of school discipline. The maximum period of suspension is five days for a breach of school discipline and 10 days for a serious breach of school discipline.

Suspension must take into account the following:
- consultation with the student and parents, this is essential when a student is suspended
- periods of suspension cannot be imposed consecutively
- the suspension must terminate at the end of the school term in which it was imposed
- conditions cannot be placed upon a student's return to school
- a student suspended prior to the end of the school day cannot be allowed to leave the school grounds without an arrangement with the parents to get the student home
- staff will provide educational materials to any student suspended
- information regarding suspensions will be entered into the School Information System (SIS).

15   EXCLUSION

The Principal can recommend that an exclusion order be made as a consequence of behaviour that breaches school discipline when the student's behaviour:
- has threatened the safety of any person on school premises
- is likely to cause or result in damage to school or personal property
- has significantly disrupted the education instruction of other students.

Behaviour that leads to a recommendation for exclusion can be either a serious isolated incident or a persistent pattern of behaviour.

16   COMMUNICATION

All members of the school community will be made aware of the Southern Cross DHS Behaviour Management Plan.

Staff will be informed of the plan and processes on school development days and/or at staff meetings. The plan will be stored electronically on the school's network with its location and path printed on the document.

Parents will be informed of the plan through their representation on School Council. Information about the plan will also be disseminated via the school newsletter, website, in school publications and at other forums.

Students will be made aware of the plan through the school newsletter, form classes, assemblies and by teaching staff, as required.

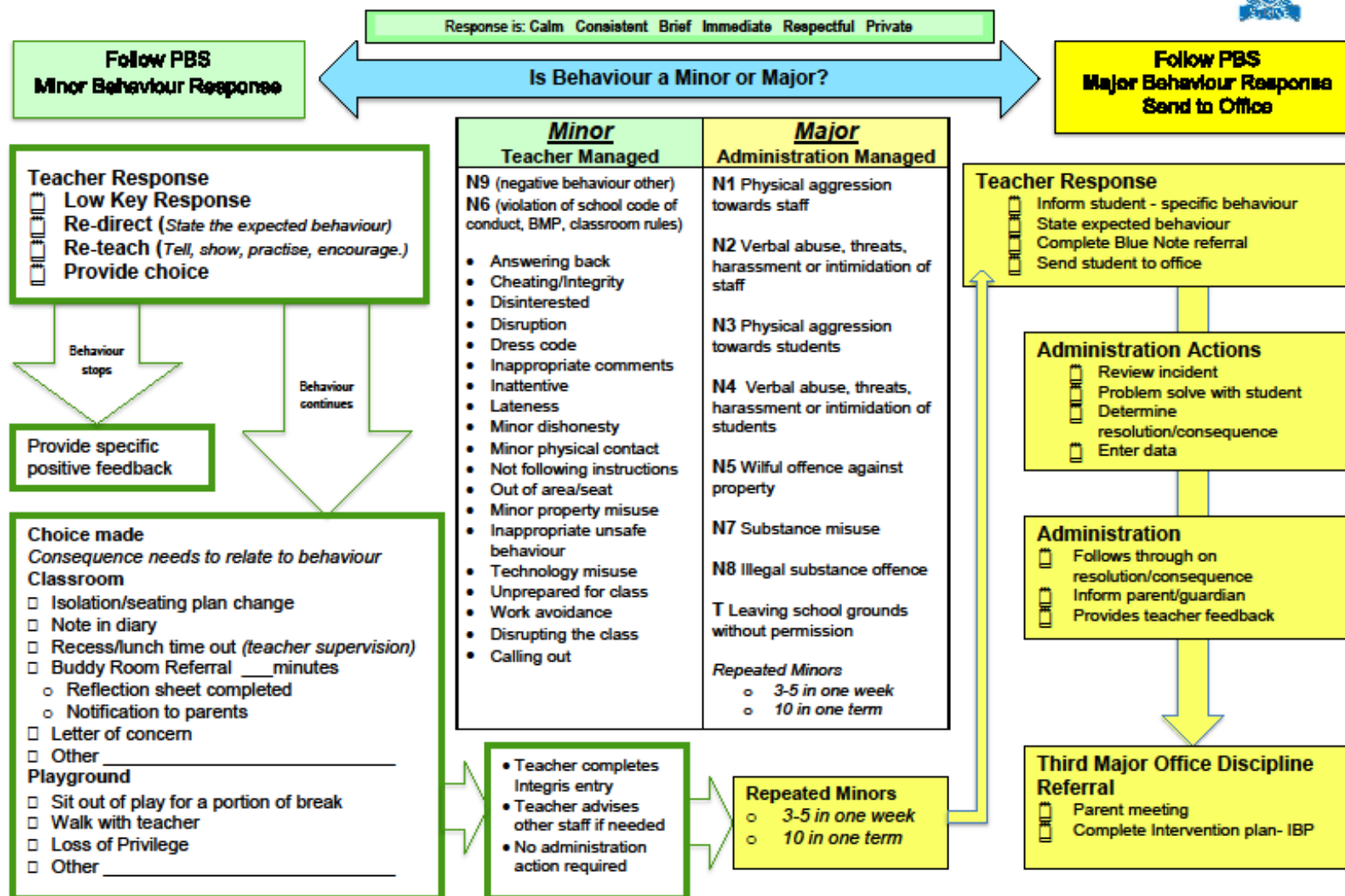## 18. MONITORING AND REVIEW

The school's Behaviour Management Plan will be monitored by the admin team. It is to be reviewed in Term 4 every year and edited as necessary.
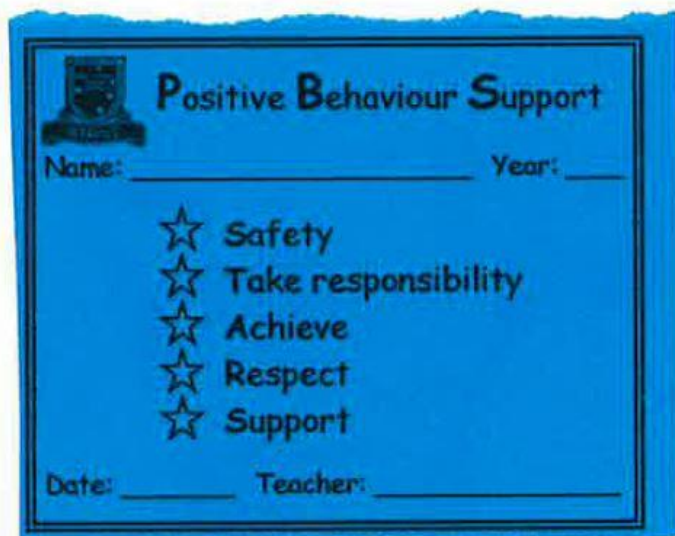
Related documents:
Department of Education *Behaviour Management in Schools   April 2013*
Department of Education, Standards and Integrity Branch *Physical Restraint for Managing Student Behaviour: Introduction for school staff*

Student Behaviour Referral Process

Response is: Calm Consistent Brief Immediate Respectful Private

**Follow PBS
Minor Behaviour Response**

Is Behaviour a Minor or Major?

**Follow PBS
Major Behaviour Response
Send to Office**

Teacher Response
- ☐ **Low Key Response**
- ☐ **Re-direct** (*State the expected behaviour*)
- ☐ **Re-teach** (*Tell, show, practise, encourage.*)
- ☐ **Provide choice**

Behaviour stops

Behaviour continues

Provide specific positive feedback

Choice made
Consequence needs to relate to behaviour
Classroom
- ☐ Isolation/seating plan change
- ☐ Note in diary
- ☐ Recess/lunch time out *(teacher supervision)*
- ☐ Buddy Room Referral ___minutes
  - ○ Reflection sheet completed
  - ○ Notification to parents
- ☐ Letter of concern
- ☐ Other _____
Playground
- ☐ Sit out of play for a portion of break
- ☐ Walk with teacher
- ☐ Loss of Privilege
- ☐ Other _____

Minor **Teacher Managed**	*Major* **Administration Managed**

N9 (negative behaviour other)
N6 (violation of school code of conduct, BMP, classroom rules)
 	
• Answering back
• Cheating/Integrity
• Disinterested
• Disruption
• Dress code
• Inappropriate comments
• Inattentive
• Lateness
• Minor dishonesty
• Minor physical contact
• Not following instructions
• Out of area/seat
• Minor property misuse
• Inappropriate unsafe behaviour
• Technology misuse
• Unprepared for class
• Work avoidance
• Disrupting the class
• Calling out
	N1 Physical aggression towards staff
	
	N2 Verbal abuse, threats, harassment or intimidation of staff
	
	N3 Physical aggression towards students
	
	N4 Verbal abuse, threats, harassment or intimidation of students
	
	N5 Wilful offence against property
	
	N7 Substance misuse
	
	N8 Illegal substance offence
	
	T Leaving school grounds without permission
	
	Repeated Minors
	  ○ *3-5 in one week*
	  ○ *10 in one term*

• Teacher completes Integris entry
• Teacher advises other staff if needed
• No administration action required

Repeated Minors
  ○ *3-5 in one week*
  ○ *10 in one term*

Teacher Response
- ☐ Inform student - specific behaviour
- ☐ State expected behaviour
- ☐ Complete Blue Note referral
- ☐ Send student to office

Administration Actions
- ☐ Review incident
- ☐ Problem solve with student
- ☐ Determine resolution/consequence
- ☐ Enter data

Administration
- ☐ Follows through on resolution/consequence
- ☐ Inform parent/guardian
- ☐ Provides teacher feedback

Third Major Office Discipline Referral
- ☐ Parent meeting
- ☐ Complete Intervention plan- IBP
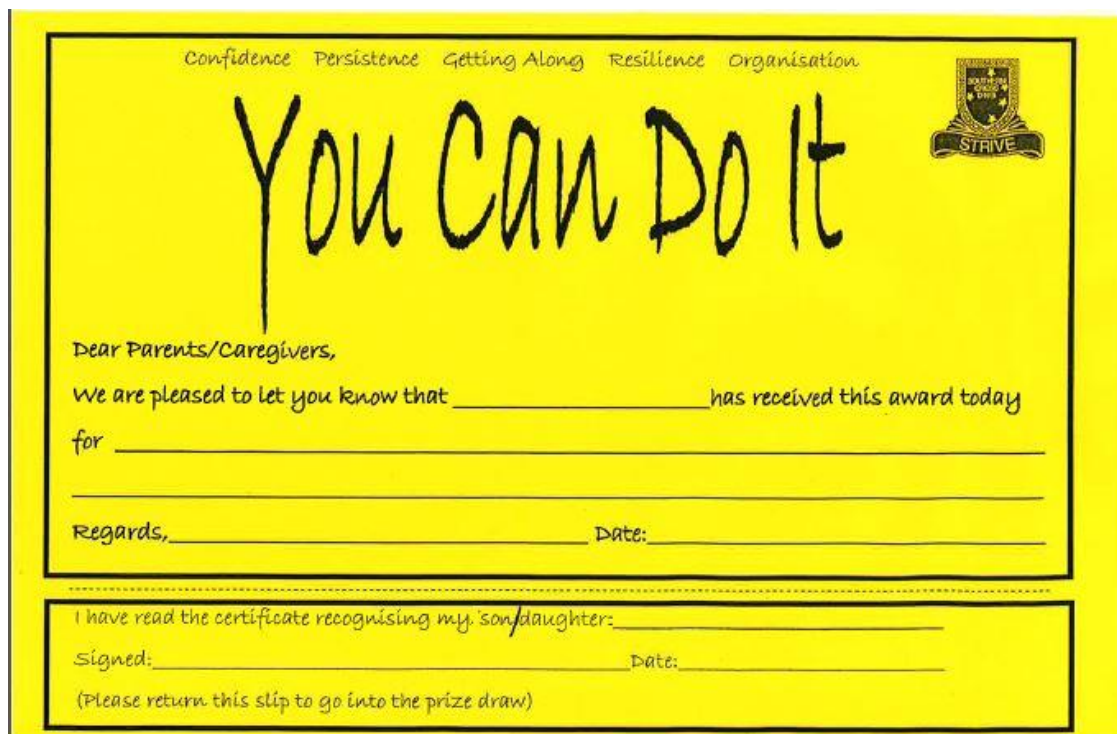
APPENDIX 2: PBS Star Card

APPENDIX 3: YCDI Award

Positive Behaviour Support

Name: _____ Year: _____

☆ Safety
☆ Take responsibility
☆ Achieve
☆ Respect
☆ Support

Date: _____ Teacher: _____

Confidence   Persistence   Getting Along   Resilience   Organisation

You Can Do It

Dear Parents/Caregivers,

We are pleased to let you know that _____ has received this award today

for _____

_____

Regards, _____ Date: _____

I have read the certificate recognising my son/daughter: _____

Signed: _____ Date: _____

(Please return this slip to go into the prize draw)

APPENDIX 4: Aussie of the Month Nomination form

SOUTHERN CROSS DISTRICT HIGH SCHOOL

'AUSSIE OF THE MONTH' NOMINATION FORM

I would like to nominate _____ from Year ____

For   **S**AFETY   **T**AKE RESPONSIBILITY   **A**CHIEVE   **R**ESPECT   **S**UPPORT

_____

_____

_____

_____

Name of Nominee: _____   Date: _____

Teacher Confirmation: _____

APPENDIX 5: PBS Buddy Form

SOUTHERN CROSS DISTRICT HIGH SCHOOL

ANTARES STREET
SOUTHERN CROSS WA
6426
PHONE: 08 9049 1067
FAX: 08 9049 1532

STRIVE

PBS BUDDY CLASS FORM

Student Name _____ Class _____

Referring Teacher _____ Date _____

Please supervise the student for a period of 15 minutes.
At the end of this time, please direct the student back to the classroom.

STUDENT INSTRUCTIONS

Report to _____ in room _____ to reflect on:

SAFETY   TAKE RESPONSIBILITY   ACHIEVE   RESPECT   SUPPORT

RESTORATIVE REFLECTION

a) What happened?
_____
_____

b) What expectation from our behaviour matrix do I need to remember?
_____
_____

c) What harm has been done and who is affected?
_____
_____

d) What needs to happen to make things right?
_____
_____

Student Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

Parent Signature: _____ Date: _____

'BUDDY CLASS' TEACHER

	Yes	No
Did the student arrive promptly after the initial phone call?		
Did the student follow instructions when they arrived?		
Did the student work quietly without disruptions?		
Has the student completed their form to a satisfactory standard?		

Any other notes:

Teacher Signature:

Thank you for your assistance in helping us allow time for this student to reflect on their behaviour in your class and return to class in a positive and constructive manner.

APPENDIX 6: Communication note for Office Referrals

COMMUNICATION NOTE
(Blue Note)

To ☐ **Principal**   ☐ **Deputy**   ☐ **Office**   Date _____

Student _____   Teacher _____

☐ **Safety**   ☐ **Take Responsibility**   ☐ **Achieve**

☐ **Respect**   ☐ **Support**   ☐ **Medical**

☐ **Pastoral Care**   ☐ **Phone Parent**   ☐ **Other**

Details:

_____

_____

_____

APPENDIX 6: SAMPLE INDIVIDUAL BEHAVIOUR MANAGEMENT PLAN

Name: XXXXXXXX   **Year: X**   **Date: XXXXX**

Target Behaviours	Strategies	Rank
To display tolerance and understanding if having a disagreement	- Breathe slowly and deeply and listen without reacting. - Walk away. - If required seek assistance from XXXXX or XXXXXXX.	1
To speak respectfully to peers and adults at all times	- Wait for a pause before speaking, or when asked (do not talk over others). - Talk slowly and deliberately. - Use polite language and courtesies (without rude comments and 'put downs') - Avoid swearing	2
To exhibit a calm and collected manner, especially at times of conflict	If conflict occurs at recess or lunch XXXX will go to rm 10. XXX will follow teacher's instructions.	3

Define Initial Target Behaviours (Define in observable terms)

XXXX takes responsibility for her actions (XXX does not blame others for her behaviours). XXXXX reacts to others, in a positive or neutral manner (XXX does not respond aggressively or negatively).

Positive comments. Think Big cards. Canteen vouchers	Supervised recess and lunchtime Restricted school attendance Suspension

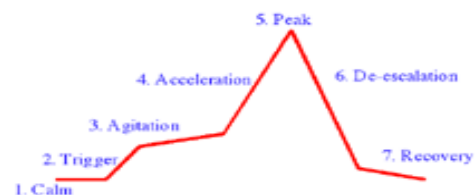| |
|---|
| Week X   XX/XX/XX |

Student Signature: _____

Parent/Caregiver Signature: _____

Student Services Manager: _____

Date: _____

Escalation Profile

Adapted from the work of Colvin & Sugai (1998)
by Stuart McKenzie and Alamaine Seale (2004)

Student Name: XXXXXXXX	Date X/X/XX	School: Narrogin SHS

Relevant background info:

Calm:
Cooperative.
Follows instructions. Makes eye contact when spoken to.
Sits at his/her desk.
Accepting of assistance.
Gets along with other kids,.
Involves him/herself in most activities.
He/She engages with his/her work.
Uses manners.
Relaxed appearance.

Triggers:

When given a consequence and he/she does not perceive it as fair
Negative events in the playground
Change in routine(relief teacher).
High sugar foods.

Agitation:

Will not maintain eye contact.
Looks down.
.Leg starts tapping
.

Acceleration:
Will not follow instructions
Won't commence task
Negative verbalising (swearing in conversation).
Becomes agitated.
Less likely to sit at his desk

Peak:

Swear at individuals.
Punch wall
Throw objects
Smash objects.
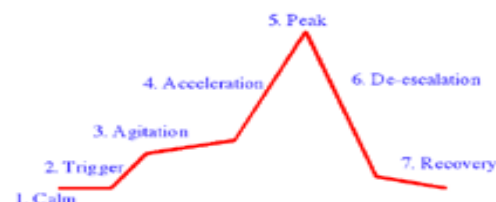Punch individuals

De-escalation:

Paces
Can not sit still
Does not like being confined
Shows some remorse

Recovery:

Wants to be left alone.
Does not want to discuss incident
Will eventually sit down

Escalation Procedures

Adapted from the work of Colvin & Sugai (1998)
by Stuart McKenzie and Alamaine Seale (2004)

Student Name: XXXXXXXXX

School: Narrogin Senior High School

Indicators	Strategies & Interventions
CALM *Overall the student is cooperative*	▪ Speak toXXXXX in a calm voice. ▪ Give clear instructions. ▪ Acknowledge XXXXX's positive behaviour (non public manner) with frequent specific verbal praise and Thing BIG cards. ▪ Repeat instructions one on one to XXXXX if he/she does not follow class instructions. ▪ Use non verbal reminders when possible. ▪ If teacher is unsure of XXXX's mood ask XXXX to show you a traffic light card. Green means calm.
TRIGGER *Overall the student experiences a series of unresolved conflict*	▪ Recognise the signs when XXXX is upset. ▪ Speak to XXXX in a calm voice. Reassure XXXX that you are aware of the triggers. ▪ Use the appropriate range of CMS strategies to prevent behaviour escalation ▪ When possible reduces XXXX's exposure to triggers. ▪ Encourage proximity to positive role models and imitation of peer's positive behaviour ▪ Provide calming and differentiated activities
AGITATION *Overall the student exhibits an increase in behaviour that is unfocussed.*	▪ If XXXX feels agitated she/he will place an orange card on the desk. ▪ XXXXX will remain seated, sit quietly and draw until she/he is calm. ▪ When calm XXXXX will join in class activities. ▪ If XXXX is not disturbing the class she/he will remain in the room until she/he is able to actively engage in lesson

ACCELERATION *Overall the student exhibits engagement behaviours*	• Use minimum verbal contact with XXXX. Try not to engage in prolonged conversations. Use body language/signals if possible. • XXXX will show a red card. If XXXX forgets, remind XXXXX that he/she has a Traffic Light cards and to use the red one it if he feels it necessary • Allow XXXX to leave the class for a 'cool down' period- send him/her to an area just outside the room were she/he can walk. XXXXX is to remain in the area and not disrupt others.
PEAK *Overall the student is out of control*	• XXXX is to use his/her red card. • XXXXX is to go to Student Services or a Deputies office.
DE-ESCALATION *Overall student displays confusion*	• XXXX is to remain at Student Services or Deputies until she/he is authorised to go back to class. If necessary, XXXX sits quietly, calms down or walks around the Assembly Lawn or the area outside deputies office • XXXXX may not want to discuss what has happened at this point, so do not push the issue.
RECOVERY *Overall the student displays an willingness to become engaged in non-interactive activities and a reluctance to address the peak behaviour*	• XXXX will probably want to be left alone, and still not want to discuss the issue. • XXXXX's parent, needs to be contacted and made aware of what has happened. • If XXXX is able to return to class, he is able to do so, depending on the severity of the peak.

SOUTHERN CROSS DISTRICT HIGH SCHOOL

PRIMARY STUDENTS YEARS K-2 ONLINE RULES

I agree to follow the online rules set out below when I use the Department provided online services:

- I will ask the teacher first before using the school computer or tablet.
- I will not give my password out to others.
- I will not let other people logon and/or use my account without checking with the teacher first.
- I will tell the teacher if I think someone is using my online account.
- I will tell the teacher if I see anything that makes me feel uncomfortable or that I know I should not access or view at school.
- I will only use material from the Internet if I have asked the teacher.
- If I download material or pictures from the Internet I will say where it comes from.
- I will not give out my name, phone number, address, name of the school, photographs or other details about myself or others when online without checking with the teacher first.
- I will take care when using the computer equipment and will not change the computer settings.
- I will not use the school computers to be mean, rude or unkind about other people.

I understand that:

- If I use the Internet or my online account in a way that I should not, then I may not be able to use these in the future.
- I may be liable for misuse of the computer and the police may be contacted.

I agree to abide by the *Acceptable Usage Agreement* for school students.

I understand that if I am given an online services account and break any of the rules in the agreement that the principal may take disciplinary action in accordance with the Department's *Behaviour Management in Schools* policy.

Name of student: _____

Signature of student: _____   **Date** _____
(and/or parent / responsible person)

Office use only: Date processed: /   /   Processed by (initials):

SOUTHERN CROSS DISTRICT HIGH SCHOOL

PRIMARY STUDENTS YEARS 3-6

If you use the online services of the Department of Education you must agree to the following rules:

- I will use the school computer only with the permission of a teacher.

- I will follow all instructions from teachers when using school computers.

- I will not let anybody else know my password.

- I will not let others logon and/ or use my online services account unless it is with the teacher's permission.

- I will not access other people's online services accounts.

- I know that I am responsible for anything that happens when my online services account is used.

- I will tell my teacher if I think someone is using my online services account.

- I know that the school and the Department of Education may see anything I send or receive using email or online file storage services.

- I will make sure that any email that I send or any work that I wish to have published is polite, carefully written, well presented and is not harmful to other students (i.e. it does not contain material that is pornographic, racist, sexist, inflammatory, hateful, obscene or abusive nature or which promotes illegal activities or violence).

- If I use other people's work (including items taken from the Internet) as part of my own research and study I will always acknowledge them.

- I will obtain permission from the copyright owner for the use of their works if I included them as part of a portfolio for employment, entry for a competition or any other uses other than for private research and study.

- If I find any information that is inappropriate or makes me feel uncomfortable I will tell a teacher about it. Examples of inappropriate content include violent, racist, sexist, or pornographic materials, or content that is offensive, disturbing or intimidating or that encourages dangerous or illegal activity.

- I will not reveal personal information, including names, addresses, photographs, credit card details and telephone numbers of myself or others.

- I will not damage or disable the computers, computer systems or computer networks of the school, the Department of Education or any other organisation.

- I will be mindful of the possible problems caused by sharing or transmitting large files online, and for sharing other people's copyright online e.g. music and video files.

I understand that

- I will be held responsible for my actions while using online services and for any breaches caused by allowing any other person to use my online services account;

- the misuse of online services may result in the withdrawal of access to services and other consequences outlined in the School's policy; and

- I may be held liable for offences committed using online services.

-

I agree to abide by the Acceptable Usage Agreement for school students.

I understand that if I am given an online services account and break any of the rules in the agreement, it may result in disciplinary action, determined by the principal in accordance with the Department's *Behaviour Management in Schools* policy.

Name of student: _____

Signature of student: _____ **Date:** _____

SOUTHERN CROSS DISTRICT HIGH SCHOOL

ACCEPTABLE USAGE AGREEMENT SECONDARY STUDENTS

If you use the online services of the Department of Education you must agree to the following rules:

- I will not reveal personal information, including names, addresses, photographs, credit card details and telephone numbers of myself or others when online.

- I will not give anyone my logon password.

- I will not let others logon and / or use my online services account unless it is with the teacher's permission.

- I will not access other people's online services accounts without permission from the teacher.

- I understand that I am responsible for all activity in my online services account.

- I will tell my teacher if I think someone has interfered with or is using my online services account without permission.

- I understand that the school and the Department of Education may monitor any information sent or received and can trace activity to the online services accounts of specific users.

- If I find any information that is inappropriate or makes me feel uncomfortable I will tell a teacher about it. Examples of inappropriate content include violent, racist, sexist, or pornographic materials, or content that is offensive, disturbing or intimidating or that encourages dangerous or illegal activity.

- I will not attempt to access inappropriate material online or try to access Internet sites that have been blocked by the school or the Department of Education.

- I will acknowledge the creator or author of any material used in my research for school work by using appropriate referencing.

- I will obtain permission from the copyright owner of any materials inserted into my school work before I subsequently reuse it as a portfolio for employment, in a competition or any other uses other than for my private research and study.

- I will make sure that any email that I send or any work that I wish to have published is polite, carefully written and well presented.

- I will follow the instructions of teachers and only use online services for purposes which support my learning and educational research.

- I will be courteous and use appropriate language in all Internet communications.

- I will not use the Department's online services for personal gain or illegal activity (e.g. music file sharing), to bully, offend or intimidate others or send inappropriate materials including software that may damage computers, data or networks.

- I will not damage or disable the computers, computer systems or computer networks of the school, the Department of Education or any other organisation.

- I will be mindful of the possible problems caused by sharing or transmitting large files online.

I understand that:

- I will be held responsible for my actions while using online services and for any breaches caused by allowing any other person to use my online services account;

- the misuse of online services may result in the withdrawal of access to services and other consequences dictated in the School's policy; and

- I may be held liable for offences committed using online services.

I agree to abide by the Acceptable Usage Agreement for school students.

I understand that if I am given an online services account and break any of the rules in the agreement, it may result in disciplinary action, determined by the principal in accordance with the Department's *Behaviour Management in Schools* policy.

Name of student: _____

Signature of student: _____ **Date**_____